

NATURAL RESOURCES



Nature's Cycle

Grade Level: 4

Subjects:

Science 1.5, 2.1

Social Studies 2.3, 8.2,
9.2, 9.4Communication Skills 2.2,
4.2**Time:**

one hour

Setting:

classroom

Materials:book, leather shoes, spoon,
plastic toy, magazines,
scissors, glue, bulletin
board with a large tree
trunk & branches, sorting
cards for each team**Skills:**classifying, observing,
evaluating, analyzing**Vocabulary:**resource
renewable
non-renewable
fossil fuels
ceramics
durables
minerals**Sources:***AVR Teacher's Resource
Guide*
Association of Vermont
Recyclers*Rethinking Recycling*
Oregon Department of
Environmental Quality

Summary: After finding out that some products are made from renewable resources and others are made of nonrenewable resources, student teams will sort product cards into their proper resource groups. Then they will cut pictures out of magazines and place them correctly on a resource tree, noting which are renewable and which are non-renewable.

Objective: Students will become aware of how natural resources are used to make everyday products.

Background: Of the four categories of natural resources (mineral/oil, mineral/rock, plants, and animals), only animals and plants can produce more of themselves. These are the "renewable" resources.

Leading Question: Which products are made of renewable resources?

Procedure:

1. Hold up the book, leather shoes, spoon, and plastic toy. Ask what all 4 have in common. (All are made of resources from the earth.) Then discuss the 4 categories (groups) of resources by pointing out the large tree trunk and branches you have mounted on a classroom bulletin board. (See "Resource Tree" illustration.) Develop vocabulary on the tree.
2. Let the class place the 4 items into their four different resource categories. Then ask which of these resources the earth can produce more of (animals, plants). Identify these as "renewable" resources. Review the life cycle of paper's natural resource (a tree) and of a shoe's natural resource (a cow) to illustrate that there is an unending supply of books and shoes if we use these resources wisely. Point out that fossil fuels and minerals are non-renewable resources. Thus, we must use them wisely.
3. Give each team a set of resource sort cards and category cards. Instruct students to place each product card on the correct resource card.
4. Allow teams to cut pictures of various products out of magazines and glue them onto the correct branch of the Resource Tree bulletin board. Classify as renewable or non-renewable as pictures are placed on the tree.

What Now?

1. Pose this question: Which would be better to ask for at the grocery store - a plastic bag or a paper bag? Why?
2. Make posters reminding people to use products made of renewable resources.

coffee mug	tee shirt	sandwich
leather shoes	ruby necklace	newspaper
Styrofoam box	ivory piano keys	dime
coffee	rattle	wool carpet
soup can	paper kite	knobs on a radio
silk necktie	window	tires

hairdryer	honey	sand
cardboard box	hairbrush	ice cream
car	cotton	rayon dress
feather duster	aluminum foil	bookshelf

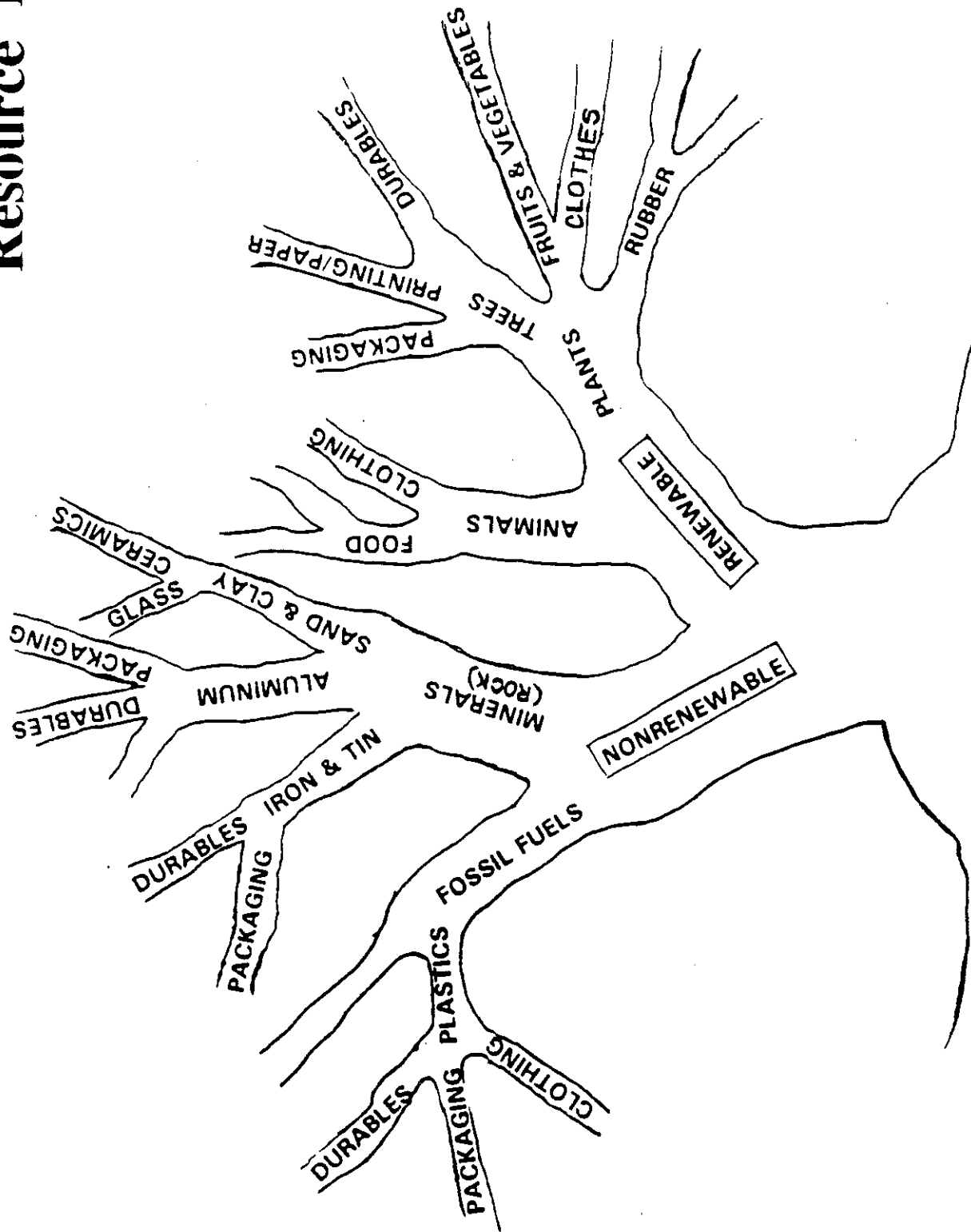
**minerals
(oil)**

animals

plants

**minerals
(rock)**

Resource Tree



The earth is the source of everything we make, use and throw away.

